



Read to Be Ready plans for: Home for a Tiger, Home for a Bear. Kindergarten

ELA Standards:

K.FL.PA.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes) d) Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in two-and three-phoneme (VC or CVC) words, excluding CVC words ending with /l/, /r/, or /x/. e) Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

K.FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text. d) Decode regularly spelled CVC words.

K.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly. d) Spell VC (at, in) and CVC (pet, mud) words with short vowels; spell V (a, l) and CV (be, go) words with long vowels.

K.FI.F.5 Read with sufficient accuracy and fluency to support comprehension. (emergent reader texts)

K.FL.SC.6 Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing with adult support. h) Capitalize the first word in a sentence and the pronoun I.

i) Recognize and name end punctuation.

K.FL.VA.7c Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

K.RI.KID.2 With prompting and support, orally identify the main topic and retell key details of a text.

K.RL.CS.4 With prompting and support, ask and answer questions about unknown words in text.

K.RI.CS.4 With prompting and support, determine the meaning of words and phrases in a text relevant to a Kindergarten topic or subject area.

K.RI.IKI.8 With prompting and support, identify the reasons an author provides to support points in a text.

K.RI.IKI.9 With prompting and support, orally identify basic similarities and differences between two texts on the same topic.

K.RI.RRTC.10 With prompting and support, read informational texts of appropriate complexity for Kindergarten.

K.SL.CC.1 Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate Kindergarten topics.

K.SL.PKI.5 Add drawings or other visual displays of descriptions as desired to provide additional detail.

K.W.TTP.2 With prompting and support, use a combination of drawing, dictating, and/or writing to compose informative/explanatory texts.

K.W.PDW.5 With guidance and support from adults, respond to questions and suggestions from others and add details to strengthen writing as needed.

K.W.PDW.6 With guidance and support from adults, and in collaboration with peers, explore a variety of digital tools to produce and share writing.

Science:

K.ESS3: Earth and Human Activity 1) Use a model to represent the relationship between the basic needs (shelter, food, water) of different plants and animals (including humans) and the places they live.

	Read Aloud/Shared Reading	Vocabulary Focus	Discussion Questions	Written Response	Resources/Small group instruction ideas
M O N D A Y	Read the story from beginning to end with little interruptions.	<ul style="list-style-type: none"> • Glades • Drey • Patient • Lair • Aerie • Screech • Pouch • Habitats 	It may be helpful to list the animals as you go through the story to help with writing prompt. <ol style="list-style-type: none"> 1) Why does the author call it a spinning spider? 2) How can the shell protect the snail? 3) What items does the squirrel use to make a drey? What other things could he use? 4) Why does the heron stand so still? 5) Check to see if students know what it is called when a bear stays in his lair all winter. Discuss. 6) Why would an eagle nest way up in the cliffs? 7) How can the camels survive in the desert heat? 8) Why does the little boy think his home is the best? 	Choose two animals and write a fact you learned about each of them. Ex: Hippos love to wade in rivers or in mud.	

T U E S D A Y	<p>Reread or listen to the story and look at the action/adjective words. Explain to the students what these words mean. (No vocab cards)</p> <p>https://www.youtube.com/watch?v=zT1Zl84AxXk</p> <p>https://www.youtube.com/watch?v=DYPTJj6hd44</p>	<p>NO VOCAB CARDS for these words.</p> <p>Spinning Weaving Hides Scampering Builds Tunneling Sleeps Dam Shelters Soaring Lumbering Slithering Wallowing Wades Leaping Chattering</p>	<p>As you read the story today, discuss the types of movements or words that describe the animals.</p> <p>Read the book on EPIC called Animals Move Like This. https://www.getepic.com/app/read/8057</p>	<p>Why do animals move? Animals move _____</p>	<p>Beaver Kits https://www.getepic.com/app/read/5494</p>
W E D N E S D A Y	<p>Reread the story and look for rhyming words.</p> <p>Make a chart of rhyming words.</p> <p>http://tinyurl.com/yxgeeogt</p>		<p>Demonstrate how the author uses rhyming words to tell the story of different homes for different animals.</p> <p>Make a chart of the rhyming words.</p>	<p>Complete the following:</p> <ol style="list-style-type: none"> 1) Scampering squirrel, red or grey, Makes twigs and leaves into a _____. 2) Tiny mole sleeps below ground in a _____. 3) Big black bear shelters in a mountain _____. 	

<p>T H U R S D A Y</p>	<p>Backyard Adventure Define habitat as a place where a particular type of animal lives. Explain that animals have differing needs for food, water, shelter and space that make them better adapted to certain habitats over others. Lead the children outside to a grassy area and have them describe the living and nonliving things they observe. For instance, children might mention grass, weeds, leaves, dirt, pine needles, moss, rocks, twigs, insects, birds and squirrels. Encourage them to try and build a bird's nest out of the materials they see. Explain that animals also use what's available for their homes, which is why a bird's nest in the desert would look different than a bird's nest in the forest.</p>		<p>Today's project is building a habitat as a class. The write-up to the left is a prelude to a bird's nest. Have students go outside and pick one or two items to put into a bird's nest. Using a box, begin to build a bird's nest reminding students of steps along the way.</p> <p>Read or Sing with the following EPIC book. https://www.getepic.com/app/read/54640</p>	<p>Write about the following: How to build a bird's nest.</p>	
<p>F R I D A Y</p>	<p>https://www.totschooling.net/2017/08/animal-habitats-sorting-mats.html Go to the site above and sign up to receive the animal habitat sorting mats. Print off to use for today's activity. Reread the story Home for a Tiger, Home for a Bear or another book of your choosing about animal habitats.</p>		<p>Using the sorting mats have students choose the correct habitat for each animal. Record them explaining why they chose that particular habitat.</p> <p>Ask the students to draw their favorite habitat and include at least three animals they would see in that habitat.</p>	<p>The habitat I chose was the _____ . I put the _____, _____, and _____ in my picture.</p>	